

Parent Partnership Policy

We believe that children benefit most from early years education when parents and settings work together in partnership.

Our aim is to support parents as their children's first and most important educators by involving them in their children's education and personal development.

Some parents are less well presented in early years settings; these include fathers, parents who live apart from their children but who still play a part in their lives as well as working parents. In carrying out the following procedures, we will ensure all parents are included.

When we refer to 'parents' we mean both mothers and fathers, these include both natural or birth parents as well as step-parents and parents who do not live with their children, but have contact with them and play a part in their lives. 'Parents' also includes same sex parents as well as foster parents.

'Parent responsibility' is all the rights, duties, powers and responsibilities and authority which by law a parent of a child has in relation to the child and his property.

Procedures

- We have means to ensure all parents are included - that may mean we have different strategies for involving fathers, mothers or parents who work or live apart from their children.
- We consult with all parents to find out what works best for them.
- We ensure ongoing dialogue with parents to improve our knowledge of the needs of their children and to support their families.
- We inform all parents about how the setting is run and its policies through access to written information and through regular informal communication. We check to make sure parents understand the information that is given to them.
- We encourage and support and support parents to play an active part in the governance and management of the Preschool.
- We inform all parents on a regular basis about their children's progress.
- We involve parents in the shared record keeping about their children - either formally or informally - and ensure parents have access to their children's written developmental records.

- We provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the Preschool.
- We consult with parents about the times of meeting to avoid excluding anyone.
- We provide information about opportunities to be involved in the Preschool in ways that are accessible to parents with basic skills needs or for those whom English is an additional language.
- We hold meetings in venues that are accessible and appropriate for all.
- We welcome the contributions of parents, in whatever form these may take.
- We inform all parents of the systems for registering queries, complaints, or suggestions and check to ensure these are understood. All parents have access to our written complaints procedure.
- We provide opportunities for parents to learn about the curriculum offered in Preschool and about young children's learning, in the Preschool and at home.

In compliance with the Welfare Requirements, the following documentation is in place:

- Admissions policy.
- Complaints procedure.
- Record of complaints.
- Developmental records of children.

This Policy has been agreed by the Woodcote Pre-School Committee	
Signed by Manager of Pre-School:	
Signed on behalf of the Management Committee (role of signatory):	
This Policy was reviewed/reprinted on: 08/08/2017	